



## Progression of English Skills Y1 – Y3

### Autumn 1

Reading	Year 1	Year 2	Year 3
Fiction	<ul style="list-style-type: none"> <li>▪ Making predictions based on what has been read so far.</li> <li>▪ Identify and discuss the main events in stories.</li> <li>▪ Identify and discuss the main characters in stories.</li> <li>▪ Use patterns and repetition to support oral retelling.</li> <li>▪ Relate texts to own experiences.</li> <li>▪ Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i></li> <li>▪ Make basic inferences about what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Make predictions using evidence from the text.</li> <li>▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> <li>▪ Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-'.</li> <li>▪ Listening to and discussing a range of fiction.</li> <li>▪ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories.</li> <li>▪ Sequencing and discussing the main events in stories.</li> <li>▪ Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</li> <li>▪ Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</li> <li>▪ Raising questions during the reading process to deepen understanding e.g. I wonder why the character...</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>▪ Recall specific information in texts.</li> <li>▪ Introduce and discuss key vocabulary.</li> <li>▪ Activate prior knowledge e.g. <i>what do you know about this animal?</i></li> <li>▪ Explain clearly their understanding of what is read to them.</li> <li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.</li> <li>▪ Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening to and discussing a range of this unit's non-fiction text type.</li> <li>▪ Read a range of this unit's non-fiction text type.</li> <li>▪ Discussing the purpose of paragraphs.</li> <li>▪ Identifying a key idea in a paragraph.</li> <li>▪ Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> <li>▪ Navigating texts in print and on screen.</li> </ul>

		<ul style="list-style-type: none"> <li>Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned?</li> <li>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	
Poetry	<ul style="list-style-type: none"> <li>Listening to a range of poems at a level beyond that at which they can read independently.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Recite rhymes and poems by heart.</li> <li>Giving opinions and supporting with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of poems at a level beyond that at which they can read independently.</li> <li>Learn and recite poems using appropriate intonation.</li> <li>Use tone and intonation when reading aloud.</li> <li>Participate in discussion about what is read to them, take turns and listen to what others say.</li> <li>Make contributions in whole class and group discussion.</li> <li>Listen and respond to contributions from others.</li> <li>Make personal reading choices and explain reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a range of this unit's poem type.</li> <li>Read a range of poems and use intonation, tone and volume when reading aloud.</li> <li>Discuss their understanding of poems read.</li> <li>Analyse and evaluate poems looking at language, structure and presentation.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>
<b>Writing</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Fiction	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Use formulaic phrases to open and close texts.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for time using the word 'when'.</li> <li>Select, generate and effectively use nouns.</li> <li>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative.</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</li> <li>Use inverted commas to punctuate direct speech (speech marks).</li> <li>Read and analyse narrative in order to plan and write their own versions.</li> <li>Create and develop plots based on a model.</li> <li>Discuss and propose changes with partners and in small groups.</li> </ul>

		<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Use simple connectives to link ideas e.g. <i>and</i>.</li> <li>Identify and use question marks.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Write non-fiction texts with simple text type features.</li> </ul>	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, exclamation.</li> <li>Use subordination for reason with 'because/so'.</li> <li>Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas.</li> <li>Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, after, before</i>.</li> <li>Discussing and recording ideas for planning.</li> <li>Grouping related material into paragraphs.</li> <li>Using headings and sub headings to organise information.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Write poems with simple structures.</li> <li>Plurals – adding <i>s</i> to nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use adjectives.</li> <li>Write simple poems based on models.</li> <li>Edit and improve their own writing in relation to audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms</i>.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in the light of evaluation.</li> </ul>